

Hawaii Teacher Standards Board

Program Report for Adding a Field to a License

Alternative License Program

Reviewers

- Jon Kissida, M.Ed, Instructional Leader & Language Arts Facilitator
- George Carroll, M.Ed, Campus College Chair, College of Education, University of Phoenix
- Topher Erickson, Ph.D., HTSB Educational Specialist

1. Institution Name

Brigham Young University-Hawaii

2. Date Submitted

10/01/2015

3. Contact Information

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4. Name of program:

Alternative Licensure Program (ALP)

5. Hawai'i Teacher Standards Board License Field and Grade Level for which candidates are being prepared (see Appendix A)

	Grade Level
Elementary Education	K-6
English	6-12
CTE-Business	6-12
Mathematics	6-12
Science	6-12
Music	6-12
Physical Education	6-12
Spanish	6-12

Special Education, Mild/Moderate	K-12
Special Education, Severe/Profound	K-12
Art	6-12
TESOL	6-12

6. Program Level Post Baccalaureate

Name of Site	Address
Brigham Young University-Hawaii	55-220 Kulanui Street, 1954 Laie, HI 96762

7. National Accreditation

Accrediting Agency	Effective and Expiration Date of Current National Approval
TEAC	Confirmation Meeting: October 25, 2015 December 2015

SECTION I - PROGRAM OF STUDY

Program of study

Course Title/Number	Description	Reviewer Comment
	<p>The Alternative Licensure Program (ALP) was State approved in the early 1990's to assist qualified non-SATEP teachers in the public schools to obtain a teaching license. The program was reapproved in our 2006 accreditation visit.</p> <p>Public school principals recommend non-licensed teachers who may be accepted into the ALP program by:</p> <ul style="list-style-type: none"> • Passing the Hawaii State required PRAXIS II content exam(s). • Completing at least one-year of fulltime teaching in the licensing field. • Submitting an official transcript which reflects a degree in the content area. • Submitting an "intent to hire upon completion of ALP" letter provided by the current Principal. • Completing an observation by a BYUH adjunct faculty to endorse teacher as an effective teacher. • Completing the BYUH application including the Ecclesiastical Endorsement. <p>Course is designed to evidence application of standards-based principles of pedagogy, classroom management, and assessment through observations of classroom practice by School of Education faculty and DOE school administrator.</p> <p>If accepted, the teacher will complete one-</p>	<p>Student teaching is completed at the school where the administrator who recommended candidate (EPP's answer to follow up inquiry).</p> <p>Teacher Portfolios offer a wealth of knowledge on candidate's successes and challenges. Student teaching is completed in one semester (EPP's answer to follow up inquiry).</p> <p>The intervention plan with coursework provides coursework for the areas of weakness/concern. EPP will recommend and provide required course(s). However, the candidate is able seek an IHE of choice to meet geographical, schedule, and other needs (EPP's answer to follow up inquiry).</p> <p>Rarely does a candidate have more than one area of concern, but if there are additional concerns, courses will be recommended. Candidate will be evaluated and upon successful completion of the program the candidate will be recommended for license. If candidate fails to successfully</p>

	<p>semester of Student Teaching which includes:</p> <ul style="list-style-type: none"> • Classroom observations by DOE administrator and BYUH adjunct faculty. • Mid-Term and Final evaluations completed by DOE administrator. Mid-Term and Final evaluations are reviewed and signed by DOE administrator, ALP faculty supervisor and ALP chair. • Teacher Performance Standards Portfolio rated by ALP faculty supervisor at end of Student Teaching. • Weekly Journal to ALP Chair reflecting on overall teaching experiences. <p>Should an ALP candidate have difficulties during the ALP, an intervention plan will be implemented for the area of concern. The anticipation is for the ALP candidate to improve and continue with the ALP. However, if the ALP candidate shows no improvement, the ALP will be suspended and the ALP candidate will be required to enroll at an IHE for the program area of need. After completion of coursework, the ALP may resume. If the ALP candidate continues to display no improvement in the area of concern, s/he will not be recommended for license.</p> <p>Upon completion of ALP, the ALP candidate will be recommended to the Hawaii Teacher Standards Board to receive a teaching license.</p> <p>In a preliminary survey of previous ALP candidates, the majority of completers are currently employed by the Hawaii Department of Education. Colleen Spring, ALP completer in 2006 shares “I greatly benefitted from the mentoring discussions of the observing BYUH faculty and adjuncts during the ALP. I obtained my license and have taught in the Department of Education for ten years. During this time I have attempted to contribute my expertise as a teacher to the school, and community, and have volunteered to mentor four BYUH student teachers. I was recently awarded the Gilder Lehrman Hawaii State Elementary School Social Studies Teacher of the Year award. I feel a great debt to BYUH and the ALP for providing me the opportunity to achieve professional success through the ALP.”</p>	<p>complete the program upon return, the candidate will not be recommended for license (EPP’s answer to follow up inquiry).</p> <p>The teacher completes work in the classroom (EPP’s answer to follow up inquiry).</p> <p>Since eligibility for the ALP requires the principal’s recommendation, most potential candidates are referred midway through their first-year of teaching at which time, the potential candidates register and pass the PRAXIS II Content test, provide transcripts, complete documentation needed to meet eligibility. By the time all of this is completed, the one-year requirement is over and the candidate can begin the ALP program. Candidates are considered case by case for eligibility to the program (EPP’s answer to follow up inquiry).</p>
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SECTION II=CRITERIA FOR ADMISSION AND EXIT

Admission and exit criteria

Transition Point	Criteria/Requirements	Reviewer Comment
Admission	1. Recommendation by school principal 2. Completion of a bachelor's degree with transcripts 3. PRAXIS II Content Test	
Exit	1. Classroom observation form is rated well-prepared/accomplished. 2. Mid-Term and Final evaluations rating meets passing in each standard. 3. Teacher Standards portfolio provides evidence of meeting with ratings of Proficient or Exemplary for the BYUH Professional Outcomes Portfolio. 4. Completion of EDU 492 Student Teaching.	

SECTION III - LIST OF ASSESSMENTS

Name Of Assessment	Type or Form of Assessment	When the Assessment is Administered	Standards Addressed	Reviewer Comment
1. Licensure assessment, or other content-based assessment (required)	PRAXIS II Content test	Pre-admission to ALP program	Tests standards are from national organizations approved by the boards for the license fields offered in the program.	
2. Assessment of content knowledge in license field (required)	Standards portfolio: Standard 4: Content Knowledge Standard 5: Application of Content Standard 6: Assessment	#A Submission of Teacher Standards portfolio at completion of program provides evidences of meeting each standard. #A	TPS 4: Content Knowledge TPS 5: Application of Content TPS 6: Assessment	
3. Assessment of candidate ability to plan instruction (required)	Observation Form Section A. Instructional Planning #1 Lesson Plan template included.	#B The ALP candidate is guided by a lesson plan template to plan daily and is formally assessed a minimum of 10 times (5 by BYUH adjunct faculty and 5	TPS 1: Learner Development TPS 2: Learning Differences TPS 3: Learning Environment TPS 4: Content Knowledge	Evidence for Meeting Standards is strong. Lesson plan is clear and clarifies focus for formal assessments. Candidates are

		by school administration) during the 16-week EDU 492 course. #B	TPS 5: Application of Content TPS 6: Assessment TPS 7: Planning for Instruction TPS 8: Instructional Practices	<p>informed of expectations to demonstrate the ability include a class activity integrating computer assisted instruction (EPP's answer to follow up inquiry).</p> <p>The BYUH adjunct and school administration begin the program with an orientation on the expectations, procedures, and review of documents before the ALP program begins. Throughout the semester, both BYUH adjunct and school administrator meet to discuss progress of ALP candidate (EPP's answer to follow up inquiry).</p>
4. Assessment of student teaching (required)	BYUH SOE Observation Form, Mid-Year and Final Evaluation	#C, #D, #E The ALP candidate is formally observed a minimum of 10 times (5 by BYUH adjunct faculty and 5 by school administration) during the 16-week EDU 492. The ALP candidate is assessed in the following areas: A. Instructional Planning B. Instructional Practice C. Learning Environment D. Content Knowledge E. Assessment F. Professional Disposition The observation form	TPS 1: Learner Development TPS 2: Learning Differences TPS 3: Learning Environment TPS 4: Content Knowledge TPS 5: Application of Content TPS 6: Assessment TPS 7: Planning for Instruction TPS 8: Instructional Practices TPS 9: Professional Learning and Ethical Practice	

		<p>rates the ALP candidate on a scale from 0-3 and the observation form rubric defines the indicators for each rating in each category. #C</p> <p>The ALP candidate also is rated on student teaching in the Mid-Year and Final Evaluation with a pass or not pass for each of the teacher standards. #D, #E</p>	TPS 10: Leadership and Collaboration	
5. Assessment of candidate effect on student learning (required)	Observation Reflection Rubric	<p>#F</p> <p>The ALP candidate is formally observed a minimum of 10 times (5 by BYUH adjunct faculty and 5 by school administration) during the 16-week EDU 492. After each observation, the ALP candidate must assess his/her effect on student learning using evidence from suggestions/comments by observer and reflecting on the lesson taught as well as on the practice to adjust/adapt teaching practice. This reflection is submitted to the BYUH professor who will rate the Report, Analyze and Plan sections. The rating must meet proficient or exemplary. Otherwise the ALP candidate must redo the reflection. #E</p>	<p>TPS 1 Learner Development</p> <p>TPS 2: Learning Differences</p> <p>TPS 3: Learning Environments</p> <p>TPS 4: Content Knowledge</p> <p>TPS 5: Application of Content</p> <p>TPS 6: Assessment</p> <p>TPS 7: Planning for Instruction</p> <p>TPS 8: Instructional Practices</p> <p>TPS 9: Professional Learning and Ethical Practice</p>	<p>Strong rubric.</p> <p>All areas of the Observation Reflection Rubric are equally rated. Candidate must meet proficiency in all three areas – Report, Analyze, Plan – to pass. Should the candidate receive a “Not Proficient” in an area(s), the candidate must rewrite the reflection until reflection passes in all three areas (EPP’s answer to follow up inquiry).</p>
6. Assessment on Candidate Dispositions(required)	Professional Dispositions Assessment	<p>#F</p> <p>The School of Education Disposition form is used during the EDU 492. Should there be violations of disposition or repeated failure to meet</p>	<p>TPS 9: Professional Learning and Ethical Practice</p> <p>TPS 10: Leadership and Collaboration</p>	

		<p>expectations, the violation will be noted on the form and forwarded to the ALP chair.</p> <p>The ALP candidate whose unsatisfactory or developing ratings do not improve may result in program termination. #F</p>		
7. Additional assessment that addresses content standards (optional)				
8. Additional assessment that addresses content standards (optional)				

SECTION IV-EVIDENCE FOR MEETING STANDARDS

Standard	Program's Evidence That Candidates Meet Standard. Summarize the evidence from the assessments that measure each standard.	Reviewer Comment (Met / Not Met)
<p>1. Learner Development</p> <p>As the ALP candidate teaches, s/he will gain awareness of student's cognitive, linguistic, social, emotional and physical development and plan for appropriate learning experience.</p>	<p>Lesson Plan, Observation Form and #1, #2</p> <p>The lesson plan will be evidence of whether the candidate is aware of students' needs especially in the areas of background, differentiated instruction</p> <p>The observation form will rate how effectively the candidate's instructional practice meets the students' needs.</p> <p>The ALP candidate will score well-prepared or accomplished in the Instructional Planning section of the lesson observation by:</p> <ul style="list-style-type: none"> • Including a background section that includes information on students' background, lesson rationale, and instructional practice rationale as related to lesson topic. • Including differentiated instruction. • Including self-reflective questions. <p>#1</p> <p>As the ALP candidate reflects on his/her teaching, the candidate will analyze his/her instructional practice and plan to enhance and enrich lessons for growth in student learning.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 1 of Professional Outcomes Portfolio with evidence of learner development during EDU 492.</p> <p>Candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 1 Learner Development.</p>	<p>Met. Lesson plan and Observation Forms are well thought out and very clear regarding expectations.</p>
<p>2. Learning Differences</p> <p>The ALP candidate will be aware and</p>	<p>#1, #2</p> <p>The ALP candidate will score</p>	<p>Met: Requires teacher to differentiate and prepare for all types of learners as</p>

<p>will address the diverse cultures and differences represented in the classroom and will plan for students to meet high standards.</p>	<p>well-prepared or accomplished in the Instructional Planning section of the lesson observation by:</p> <ul style="list-style-type: none"> • Including background section that includes information on students' background, lesson rationale, and instructional practice rationale as related to lesson topic. • Including differentiated instruction. • Including accommodations for students with IEPs, ELLs, and other legal special needs. #1 <p>The ALP candidate's ability to improve teaching practices to meet learner differences develop with his/her ability to critically reflect on meeting needs of students and planning for future to address differences and diversity.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 2 of Professional Outcomes Portfolio with evidence of learner differences during EDU 492.</p> <p>The candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 2 Learner Differences.</p>	<p>well as show evidence of preparation and reflection on strengths and challenges.</p>
<p>Learning Environments The ALP candidate will insure that all students thrive in an environment that is safe, inclusive and culturally responsive enabling positive social interactions, active engagement in learning and self-motivation.</p>	<p>#1, #2</p> <p>The ALP candidate will score well-prepared or accomplished in the Learning Environment section of the lesson observation by:</p> <ul style="list-style-type: none"> • Creating a positive learning environment that engages students. • Establishing effective and consistent routines that enable student's on-task behavior when working independently or in groups. • Maintaining consistent routines for verbal participation. • Organizing classroom alignment effectively with outcomes of lesson. #1 	<p>Met: Lesson Plan, Observation Form, & Rubric, & Portfolio Requirements clearly define expectations to meet this section.</p>

	<p>The ALP candidate's ability to reflect on how to insure a safe and positive learning environment after teaching a lesson and considering comments and suggestions by observer will improve teaching that is effective and engaging.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 3 of Professional Outcomes Portfolio with evidence of learning environment during EDU 492.</p> <p>The candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 3 Learning Environment.</p>	
<p>4. Content Knowledge</p> <p>The ALP candidate will create learning experiences that focus on central concepts using tools of inquiry to make the discipline meaningful and to have learners demonstrate content mastery.</p>	<p>#1, #2</p> <p>The ALP candidate will score well-prepared or accomplished in the Content Knowledge by:</p> <ul style="list-style-type: none"> • Communicating disciplinary content appropriately. • Modeling how learners use vocabulary in the discipline #1 <p>The candidate's ability to reflect on content knowledge is critical to learner's ability to master content. After teaching a lesson and considering comments and suggestions by observer the candidate will generate teaching practices meaningful to the learner.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 4 of Professional Outcomes Portfolio with evidence of content knowledge during EDU 492.</p> <p>The candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 4 Content Knowledge.</p>	<p>Met: Lesson Plan, Observation Form, & Rubric, & Portfolio Requirements clearly define expectations to meet this section.</p>

<p>5. Application of Content</p> <p>The ALP candidate will engage learners in connecting concepts and utilizing differing perspectives in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>#1, #2</p> <p>The ALP candidate will score well-prepared or accomplished in the Application of Content by:</p> <ul style="list-style-type: none"> • Engaging learners in inquiry used in the discipline. • Engaging learners in critical thinking skills used in the discipline. #1 <p>The ALP candidate's ability to reflect on how to teach the content is significant for learners to engage in critical thinking, problem solving strategies in order to develop higher level thinking skills.</p> <p>After teaching a lesson and considering comments and suggestions by observer, the candidate will self-evaluate and develop strategies toward higher level learning.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 5 of Professional Outcomes Portfolio with evidence of applying content during EDU 492.</p> <p>The candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 5 Application of Content. #3</p>	<p>Met: Lesson Plan, Observation Form, & Rubric, & Portfolio Requirements clearly define expectations to meet this section.</p>
<p>6. Assessment</p> <p>The ALP candidate utilizes multiple methods of assessment to monitor the learner's progress and to enable the candidate's and learner's decision making.</p>	<p>#1, #2, #3</p> <p>The ALP candidate will score well-prepared or accomplished for Assessment by:</p> <ul style="list-style-type: none"> • Using formative assessments to inform instruction • Differentiating assessment based on learning needs. • Creating a clear rubric for the summative assessment. #1 <p>The ALP candidate's ability to reflect on the students' learning is dependent on his/her capacity to analyze and interpret data to determine direction of instruction.</p> <p>After teaching a lesson and considering comments and</p>	<p>Met: Lesson Plan, Observation Form, & Rubric, & Portfolio Requirements clearly define expectations to meet this section. Question: Where will teacher learn about various forms of assessment?</p>

	<p>suggestions by observer, the candidate will self-evaluate and reteach the lesson utilizing differentiated instruction or plan new instruction.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 5 of Professional Outcomes Portfolio with evidence assessment during EDU 492.</p> <p>The ALP candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 6 Assessment. #3</p>	
<p>7. Planning for Instruction</p> <p>The ALP candidate will plan instructions using a range of instructional strategies in curriculum, cross-disciplinary skills and pedagogy as well as learner's prior knowledge to support every student in meeting rigorous learning goals</p>	<p>The ALP candidate will score well-prepared or accomplished for Planning for Instruction by:</p> <ul style="list-style-type: none"> • Planning lessons outcomes that are aligned to standards. • Planning lessons following appropriate sequences to guide instruction. • Planning lessons with appropriate assessment that align with stated outcomes. • Planning lessons that include participative closure. #1 <p>After teaching a lesson and considering comments and suggestions by observer, the ALP candidate will reflect and must explain the rationale for instructional planning and provide plan for improvement as each lesson requires standards, assessment, closure.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 7 of Professional Outcomes Portfolio with evidence of planning for instruction during EDU 492.</p> <p>The candidate must meet proficient or exemplary in the</p>	<p>Met: Lesson Plan, Observation Form, & Rubric, & Portfolio Requirements clearly define expectations to meet this section.</p>

	Professional Outcomes Portfolio Evaluation Standards 7 Planning for Instruction. #3	
<p>8. Instructional Strategies</p> <p>The ALP Candidate will engage learners in a variety of instructional strategies that will develop understanding of content and their connections and develop skills for applying knowledge in meaningful ways.</p>	<p>#1, #2, #3</p> <p>The ALP candidate will score well-prepared or accomplished for Instructional Strategies by:</p> <ul style="list-style-type: none"> • Making learning outcomes explicit and understandable to learners. • Using an anticipatory set to engage learners. • Using a variety of effective learning activities to develop content knowledge and skills to meet individual learners' needs. • Using a participative closure. #1 <p>After teaching a lesson and considering comments and suggestions by observer, the ALP candidate will self-evaluate how to plan for supplemental learning strategies to enhance the lesson and engage learners.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 8 of Professional Outcomes Portfolio with evidence instructional strategies during EDU 492.</p> <p>The candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 8 Instructional Strategies. #3</p>	<p>Met: Lesson Plan, Observation Form, & Rubric, & Portfolio Requirements clearly define expectations to meet this section.</p>
<p>9. Professional Learning and Ethical Practice</p> <p>The ALP Candidate will engage in ongoing professional learning and uses evidence to evaluate his/her practice and choices and its effects on others and will adapt practices to meet the needs of all learners.</p>	<p>#1, #2, #3</p> <p>The ALP candidate will score well-prepared or accomplished in the entire Observation Form to demonstrate an understanding of how to apply his/her knowledge, skills and attitudes to insure continual professional learning. #1</p> <p>After teaching a lesson and considering comments and suggestions by observer, the ALP candidate will self-evaluate how improve in areas of instructional planning and practices, learning environment, content knowledge,</p>	<p>Met: Lesson Plan, Observation Form, & Rubric, & Portfolio Requirements clearly define expectations to meet this section.</p>

	<p>assessment and professional disposition.</p> <p>The candidate must meet proficient or exemplary in reporting, analyzing and planning as s/he reflects on teaching the observed lesson. #2</p> <p>The ALP candidate will demonstrate in Section 9 of Professional Outcomes Portfolio with evidence professional learning and ethical practice during EDU 492.</p> <p>The candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 9 Professional Learning and Ethical Practice. #3</p>	
<p>10. Leadership and Collaboration</p> <p>The ALP candidate will participate in leadership roles, collaborate with learners, families, colleagues, and community members and take responsibility for student learning to ensure learner growth.</p>	<p>#3, #4</p> <p>The ALP candidate must meet proficient or exemplary in all areas of the Professional Dispositions* Assessment which demonstrates candidates personal integrity, respect for authority, participation in a learning community, responsibility, attendance, punctuality, flexibility, initiative, commitment and loyalty, dress and grooming, ability to be a reflective learner and ability to communicate professionally. #4</p> <p>The ALP candidate will demonstrate in Section 10 of Professional Outcomes Portfolio with evidence of leadership and collaboration during EDU 492.</p> <p>The candidate must meet proficient or exemplary in the Professional Outcomes Portfolio Evaluation Standards 10 Leadership and Collaboration. #3</p>	<p>Met: Lesson Plan, Observation Form, & Rubric, & Portfolio Requirements clearly define expectations to meet this section.</p>

SECTION V-HAWAII SPECIFIC REQUIREMENTS

As stated in the Hawaii'i Administrative Rules (HAR) §8-54-19, HTSB requires EPPs to meet the following requirements.

REQUIREMENT	EVIDENCE
Candidates meet the performance standards as adopted by the Hawaii Teacher Standards Board.	The ALP candidate completes a teacher performance standards portfolio in which s/he provides evidence artifacts for each Hawaii teacher performance

	<p>standards. The teacher performance standards portfolio is evaluated by ALP Chair.</p> <p>Each candidate will be evaluated by the school administrator, the university adjunct faculty, and the ALP Chair. The school administrator completes a Mid-Year and Final evaluation using a form based upon the 10 Hawaii teacher performance standards.</p> <p>The ALP candidate is formally observed 10 times during the clinical practice (5 by the school administrator and 5 by the BYUH adjunct faculty). The observation form is aligned to the 10 Hawaii teacher performance standards.</p>
Candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.	<p>The ALP candidate meets the school's Honor Code and this also reflects in meeting the HTSB Code of Ethics of commitment to students, commitment to the profession, and commitment to the community.</p> <p>The ALP candidate agrees to abide by the University Honor Code including an annual ecclesiastical endorsement.</p> <p>The ALP candidate is evaluated for professional disposition items at each formal observation that occurs during field practice. Each candidate is observed 10 times during the field practice.</p>
Candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field.	<p>The ALP candidate passes the PRAXIS II Content test for admission.</p> <p>Candidate competencies are rated using the observation form aligned to the 10 Hawaii teacher performance standards based on the In TASC Model Core Teaching Standards and Hawaii teacher performance standards.</p>

The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

REQUIREMENT	EVIDENCE
Hawaiian language, history and culture;	The Hawaii Department of Education has the Hawaiian Studies Program (HSP) which is a K-12 program consisting of two components: The Kupuna Component and the Hawaiian Studies secondary component. Support is provided to required courses in 4 th grade, Ancient Hawaiian civilization; 7 th grade Hawaiian Monarch; and 9 th /11 th grade Modern Hawaiian History.
Student standards adopted by the Department	The ALP candidate is required to include and teach to the Common Core Standards in their lesson plans. All candidate lessons used during the clinical field practice must include the standard/benchmark appropriate to the content area.
Teaching of reading including working with students of reading difficulties;	The ALP candidate will include differentiated activities as well as address modalities when addressing content, student participation, student motivation which includes reading in his/her lesson plans used to teach. The ALP Candidate is evaluated during the field clinical

	practice. In the observation, the ALP candidate provides evidence of planning for and meeting the needs of all learners.
Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;	The ALP candidate will address IEP/504 accommodation(s) and will include appropriate plans to meet the accommodation(s) in his/her lesson plan. The ALP candidate is evaluated in the field experience on his/her capacity to plan for and meet the learning needs of students with disabilities and other unique learning needs.
Working effectively with students who are limited English proficient;	The ALP candidate will include differentiated instruction/activities as needed to meet the needs of ESL students. The ALP candidate is evaluated during the field experience clinical practice. In the observation, the candidate provides evidence of planning for and meeting the needs of all learners.
Working with gifted and talented students;	The ALP candidate will include differentiated instruction/enhanced activities to motivate the gifted and talented students. The ALP candidate is evaluated during clinical field practice on the planning and instruction for all students.
Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.	The ALP candidate provides evidence of this standard in his/her Teacher Standards Portfolio.

SECTION VI-TEAM SUMMATION

1. Areas of Strength

The program demonstrates strong and clearly defined requirements to show teacher success in the alternative licensure program through use of lesson plans, observations, and a teacher portfolio. This program is clear, concise, has standard alignments, and is current in theory and practice.

2. Areas for Improvement

Course is designed to evidence application of standards-based principles of pedagogy, classroom management, and assessment through observations of classroom practice by School of Education faculty and DOE school administrator. Therefore, assurances of proficient mentor teachers ought to be implemented/articulated.

SECTION VII-TEAM CONSENSUS

Standard	Met	Met with Conditions (include conditions)	Not Met (include rationale)
Standard 1	x		
Standard 2	x		
Standard 3	x		
Standard 4	x		
Standard 5	x		
Standard 6	x		
Standard 7	x		
Standard 8	x		
Standard 9	x		
Standard 10	x		

TEAM DECISION:

- 4 **Full Approval:** This decision is given to EPPs that meet the guidelines for all five standards. Areas for improvement may be cited, indicating problems warranting the EPPs attention.